# 01 Writing Mechanics Copied from: English 1, Copied on: 11/15/23

Content Area: TEMPLATE

Course(s):

Time Period: Full Year

Length: Type Length of Unit

Status: Published

### **General Overview, Course Description or Course Philosophy**

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - B. Use a colon to introduce a list or quotation.
  - C. Spell correctly.
- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred

meaning in context or in a dictionary).

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

Students will understand that: Using proper writing mechanics makes the written word clearer.

### **CONTENT AREA STANDARDS**

LA.L.9-10.1.A  Use parallel structure.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey
LA.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B Use a colon to introduce a list or quotation.
LA.L.9-10.2.C Spell correctly.
LA.L.9-10.3 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.L.9-10.3.A Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
Vocabulary Acquisition and Use
LA.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or

	clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

#### **STUDENT LEARNING TARGETS**

### **Declarative Knowledge**

Students will understand:

- When to use a comma vs. a semicolon
- What parallel structure is
- What modifiers are and how to use them properly
- A subject must agree in number with its verb
- A pronoun must agree in gender and number with its antecedent
- The parts of a sentence

# **Procedural Knowledge**

Students will be able to:

- Use commas and semicolons correctly
- Write using parallel structure
- Identify modifying words, phrases and clauses in sentences
- Make subjects agree with verbs

• Make pronouns agree with their antecedents

Write argument to support a claim

Analyze substantive topics or texts

Use valid reasoning

Use relevant and sufficient evidence

Write informative/explanatory texts to examine and convey complex ideas clearly and accurately

Introduce a relevant topic

Organize complex ideas, concepts, and information

Make connections and distinctions

Develop the topic with well-chosen, relevant, and sufficient facts

Use appropriate and varied transitions to link the major sections of the text

Use precise language to manage the complexity of the topic

Establish and maintain a style and tone appropriate to the audience and purpose while keeping correct conventic

Produce clear and coherent writing

Develop and organize writing according to task, purpose, and audience

Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach

Consult a style manual (such as MLA or APA Style)

Address what is most significant for a specific purpose and audience

Employ technology to produce and share writing

Use technology to link other information and to display information in different mediums

Determine the best way to answer a question or solve a problem by conducting short and more sustained researc

Distinguish between multiple sources on the subject

Demonstrate understanding of the subject under investigation

Chart/Graph/Show/Use relevant information from multiple authoritative print and digital sources

Assess usefulness of different sources in answering question

Integrate information into text to maintain flow

Avoid plagiarism with text evidence

Follow MLA or APA citation rules

Draw evidence from literary text to support analysis, reflection, and research

Draw evidence from nonfiction information text to support analysis, reflection, and research

Write routinely over extended time frames for a range of tasks, purposes, and audiences

Write routinely over shorter time frames for a range of tasks, purposes, and audiences

#### **EVIDENCE OF LEARNING**

#### **Alternate Assessments**

• Portfolio Assessments

• Teacher/Student Conferences • Grammar Station Activities

Summative Assessments
Essay Samples
Tests
Quizzes
Formative Assessments
Daily Do Now Exercises
Journaling
Class Discussion
Benchmark Assessments
• iXL
• Edulastic

# RESOURCES (Instructional, Supplemental, Intervention Materials) Warriner's English Grammar and Composition

Purdue Online Writing Lab

Please visit UBD form for more information.

# **INTERDISCIPLINARY CONNECTIONS**

Technology / Multimedia

- Video case studies
- Audio / visual media analysis
- Researching biased writing
- Google
- Media Literacy
- Educational tech applications

# ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS See link to Accommodations & Modifications document in course folder.